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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral disserations. The 19 titles deal with a variety of topics, including the following: (1) an instructional program for enhancing teachers' knowledge of resources in children's literature; (2) behaviors indicating teacher enthusiasm: (3) the "relate" process in teacher education in reading and development of guidelines for instructional decision making: (4) a course on teaching reading skills for home economics preservice teachers: (5) an instrument to determine teachers' theoretical orientation to reading instruction: (6) the relationship between teacher practices in developmental reading instruction and student achievement: (7) a comparison of more effective and less effective teachers of reading: (8) a social learning theory approach to staff development and teacher behavior, student behavior, and reading achievement: (9) qualifications needed by teachers of English: (10) teacher experience and the achievement of students in inner city schools: (11) an inservice training program on the appraisal of oral language: (12) mastery learning and the teaching of grammar to prospective English teachers: and (13) an assessment made by secondary school English teachers of their undergraduate preparation and their present needs in teaching composition. (FL)

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Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July 1979 through June 1980 (Vol. 40 Nos. 1 through 12)

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MASTERY LEARNING AND TEACHING GRAMMAR TO PROSPECTIVE ENGLISH TEACHERS AT SOUTHEASTERN COLLEGE

DEVELOPMENT AND ANALYSIS OF AN INSTRUCTIONAL PROGRAM FOR ENHANCING TEACHER'S KNOWLEDGE OF RESOURCES IN CHILDREN'S LITERATURE

Order No. 7924702

BIRO, Ruth Ghering, Ph.D. University of Pittsburgh, 1979. 296pp.

An instructional program in children's literature resources was designed to provide prospective and in-service teachers with opportunities to improve their knowledge and skills in significant materials in this field. The observed lack of knowledge exhibited by elementary teachers regarding important resources in children's literature was to be remedied by the program described in this dissertation. The review of the literature documented the need for a plan to introduce prospective and in-service teachers to various children's literature resources. References cited in the review of the literature identified instructional strategies that were integrated into the program developed. Since materials that were presently available in children's literature resources for use by prospective and in-service teachers were not in an instructional format, instructional designs were examined to ascertain aspects which would be feasible for the program in this dissertation.

The major task of this research was the development of three instructional units on children's literature resources of significance to prospective and in-service elementary teachers. A pilot unit on the Children's Catalog was first completed and described. Instructional units in a learning activity package format were then designed for the Elementary School Library Collection, Index to Poetry for Children and Young People, and Third Book of Junior Authors.

Prior to the construction of the units, elementary teachers, librarians, and children's literature specialists were surveyed in order to ascertain their perceptions regarding the needs of prospective and in-service teachers regarding resources. Other materials were examined to insure relevance of the program content to the needs of the teachers in the elementary classroom. The writer's own observations and experiences, the review of literature, comments from prospective and in-service teachers utilizing segments of the program, and results of the pilot study assisted in this effort. All three units underwent revisions during the period of time this dissertation was in progress.

A model containing seven elements was developed for the instructional units in this children's literature resource program. Components within the model were the following: (1) introductory and rationale statements; (2) objectives, (3) pretest; (4) instructional manual; (5) reference materials list; (6) post-test; and (7) assessment instruments. Exercises within the program were formulated in a taxonomic structure adapted from Bloom's classification of educational goals so that materials pertaining to the use of the unit resource tool were presented in successive levels of difficulty and increasingly higher categories of understanding.

The three units were organized so students could progress at their own rate of speed, with the anticipation that all students would complete the three units within a period of three weeks. Students were permitted to select from among the exercises prepared for the units, with a completion of 50% being the desired aim. Mastery on the unit post-test was based upon an 80/80 criterion.

An important component in the model was a resource list entitled "Materials Pertaining to Children's Literature: A Guide to Selected Sources." This categorized and annotated guide covered over 230 relevant materials for prospective and in-service teachers in children's literature. This guide, designed to provide an overview of the purpose and scope of significant children's literature resources, was used for the three units for the program.

A discussion of the outcome of the utilization of portions of the program with selected groups of prospective and in-service teachers was incorporated into the study. The goals and methods of alerting prospective and in-service teachers to the three unit resource tools through the program were described in the dissertation.

Concluding this project are summary statements regarding the objectives and potential for an instructional program in children's literature resources, recommendations for future research, and conclusions resulting from this particular study.

BEHAVIORS INDICATING TEACHER ENTHUSIASM: CRITICAL INCIDENTS REPORTED BY TEACHERS AND STUDENTS IN SECONDARY SCHOOL PHYSICAL EDUCATION AND ENGLISH CLASSES

Order No. 8012590

CARUSO, VIRGINIA MARY, ED.D. *University of Massachusetts*, 1980. 275pp. Director: Lawrence F. Locke

In order to identify observable teacher behaviors representing the construct of teacher enthusiasm, secondary school teachers and students were asked to describe two teaching events, one depicting enthusiastic teaching and the other depicting not enthusiastic teaching. The subjects were teachers and students in physical education and English departments from selected secondary schools throughout the Commonwealth of Massachusetts. From 17 schools, 177 teachers and 2,166 students participated in the study.

Flanagan's Critical Incident Technique (1954) was used to collect the data. Each subject who elected to participate was asked to write descriptions of teacher behaviors in actual incidents of enthusiastic and not enthusiastic teaching. A procedure for personally administering all critical incident interviews was devised to explain the meaning of "behavior" to subjects. This procedure allowed for inclusion of a definition of the term and provided participants the opportunity to practice giving behavioral descriptors for an unrelated example. The responses were recorded on separate ENTHUSIASTIC and NOT ENTHUSIASTIC forms.

During the pilot study, three different guidelines were designed in order to (a) analyze the subjects' descriptions of the critical incidents, and (b) establish a systematic and replicable technique for extracting and categorizing usable data. The guidelines were tested for reliability through the use of independent judges. All procedures met reasonable standards of reliability.

Results. (1) Sixteen categories were developed from the 250 unit themes extracted from the ENTHUSIASTIC forms completed by teachers, while 19 categories were developed from the 300 unit themes extracted from those forms completed by students. (2) A comparison of enthusiastic behaviors revealed that 14 thematic categories were used by the two groups: Animation, Creation of Positive Climate, Creation of Relevance, Demonstration, Encouragement, Explanation, Humor, Ingenuity and Innovation, Insistence, Interest and Involvement in Subject Matter, Momentum, Participation, Praise and Feedback, and Role-Playing. (3) The additional categories generated by reports from students were Interest in Students, Constructive Criticism/Feedback, Organization, and Equality. The students did not describe behaviors in the teachers' category of Spontaneity. (4) Eleven categories were developed from the 193 unit themes extracted from the NOT ENTHUSIASTIC forms completed by teachers, while 14 categories were developed from the 300 unit themes extracted from those forms completed by students. (5) A comparison of NOT ENTHUSIASTIC behaviors revealed that 10 thematic categories were used by both groups: Detachment, Disinterest, Mechanization/Depersonalization, Negative Feedback, Stalling, Threat or Punishment, Frustration→Anger, Frustration→Quitting, Frustration→Control, and Anxiety→Retreat (students identified single rather than dual categories for Anger, Quitting, Control, and Withdrawal). (6) The additional categories generated by reports from students were Creation of Negative Climate, Ignoring Student Behaviors, Discrimination, Lack of Participation, and Withdrawal. The students did not describe behaviors in the teacher categories of Anxiety→Retreat and Negativism toward Subject Matter.

Conclusions. (1) The expanse of these behavioral categories indicates that the definitions of ENTHUSIASM employed by previous researchers and reviewers of research on enthusiasm were limited in scope. (2) Teachers more frequently than students relate ENTHUSIASTIC and NOT ENTHUSIASTIC teaching to their perceptions of the teacher's role as a transmitter of information, e.g., behaviors pertaining to the presentation and delivery of content material. (3) Students more frequently than teachers relate ENTHUSIASTIC and NOT ENTHUSIASTIC teaching as pertaining

to the teacher's interaction skills, e.g., behaviors pertaining to the climate or atmosphere created for learning. (4) Differences existed between the two subject areas of physical education and English: (a) subjects in physical education emphasized such behaviors as Participation, Demonstration, Encouragement, and Praise; (b) subjects in English emphasized such behaviors as Ingenuity and Innovation, Creation of Relevance, and Explanation. (5) An analysis of teacher and student reports by gender revealed few differences among the most frequently used categories.

AN ASSESSMENT BY SELECTED SECONDARY ENGLISH TEACHERS OF THEIR UNDERGRADUATE PREPARATION AND PRESENT NEEDS IN TEACHING COMPOSITION
Order No. 7918524

CHAMBERLAIN, Jean Diane Kelly, Ed.D. Mississippi State University, 1979. 83pp. Director: Dr. Sandra Burkett

The purpose of this study was to determine the relationship between secondary English teachers' opinions of the level of composition preparation received in college and their opinions of the level of preparation presently needed. It also sought to determine the relationship of the teachers' opinions of adequacy and need to the following variables: total number of composition-related courses taken in college, date of graduation from college with bachelor's degree, years of teaching experience, and highest degree now held.

The population for the study consisted of all secondary English teachers in the public schools of Mississippi. The sample was randomly selected, and it consisted of 192 secondary English teachers employed in 50 school districts across the state. A total of 134 subjects, representing 70% of the original sample, responded in the survey.

The instrument used in the collection of data was the Composition Training and Needs Questionnaire, which consisted of Parts I and II. Part I consisted of Section A, which requested the teachers' opinions of the level of composition preparation received, and Section B, which requested their opinions of the level of preparation needed. Part II concerned the courses taken by the teachers while in college. Other demographic information including the date of graduation from college, the years of teaching experience, and the highest degree now held was obtained from the section of the questionnaire providing general information about the study and directions for completing the instrument.

To analyze the data, a multiple regression analysis was used. The multiple regression program served as the source of all computations. The .05 level of significance was employed as a criterion for rejecting or failing to reject the five null hypotheses.

The results of the simple correlations and the stepwise regression analysis revealed the following information: First, there was a significant relationship found between the teachers' opinions of the adequacy of their college composition preparation and the level of preparation needed on three of the teaching criteria--grammar and usage, diction, and postwriting skills. On 18 of the 21 teaching criteria, no significant correlations were found between the teachers' opinions of the level of preparation received and the level of preparation needed.

Secondly, the results showed that there was a significant positive relationship between the teachers' opinions of the level of preparation received and each of the following education and experience-related variables: (1) number of composition-related courses taken in college, (2) years of teaching experience, and (3) highest degree now held. A significant negative relationship was found between teachers' opinions of the level of preparation and date of graduation from college with bachelor's degree. Thirdly, the findings of the study indicated a significant negative relationship between the number of composition-related courses taken in college and the teachers' opinions of the level of preparation needed on only one criterion--teaching vocational-technical students.

When the teachers' overall perceptions of the adequacy of their preparation were correlated with a combination of education and experience-related variables, the results showed a significant positive relationship between the teachers' opinions of adequacy and the following variables: (1) years of teaching experience and (2) number of composition-related courses taken in college. Finally, the results indicated no significant relationships between the teachers' overall perceptions of the present need for training and a combination of education and experience-related variables.

ELEMENTARY CLASSROOM TEACHERS OF LOUISIANA: THEIR KNOWLEDGE OF READING, PROFESSIONAL PREPARATION IN READING, EXPERIENCE, AND RATINGS BY PRINCIPALS AND PEERS
Order No. 8001178

CHOATE, Joyce S., Ed.D. Memphis State University, 1979. 235pp. Major Professor: Robert A. Kaiser

This study was designed to describe the elementary classroom teachers of Louisiana in terms of their knowledge of reading, professional preparation in the area of reading, teaching experience, and principal and peer judgment of their classroom performance in reading instruction.

Procedure

Elementary public school faculties were randomly selected so as to approximate 10 percent of the elementary classroom teacher population of the seven geographic regions of Louisiana. The 1455 teachers responded to two instruments, Form A or B of a split-half administration of the Inventory of Teacher Knowledge of Reading, by Artley and Hardin, and a questionnaire designed by the investigator. The ninety-four principals of the schools in which these teachers were employed globally rated the teachers' classroom performance in reading instruction; these ratings were not made known to the teachers. These instruments were completed by more than 10 percent of the elementary classroom teachers of Louisiana.

The principal methods of data analysis were the analysis of variance, both three-way and one-way. Statistically significant differences between means were determined at the .05 level of significance.

Conclusions

Results of the study provided support for the following conclusions:

1. College courses in reading instruction significantly contribute to teacher knowledge of reading; knowledge increases with up to two courses, but does not significantly increase with more than two reading courses.
2. The differences among levels of knowledge of teachers according to institution from which reading credit was earned suggests the possibility that colleges or universities differ in methods and content of reading courses or in types of student populations.
3. Teacher knowledge of reading significantly increases with up to 10 years of teaching experience; after 15 years of experience, teacher performance on the ITKR decreases.
4. Global ratings by principals of elementary teacher classroom performance in reading instruction very clearly differentiate between teachers of most, more, average, less, and least knowledge of reading at a high level of significance; it is possible that principals are considerably more aware of teacher differences than the literature suggests.
5. Teachers who are most knowledgeable in reading are most frequently identified by peers as being the highest skilled reading teachers.

Recommendations

The following recommendations are made based on the findings of this study:

1. Colleges and universities should carefully evaluate the type and quality of course offerings in reading to determine ways of improving teacher training in reading.
2. The State Department of Education, system superintendents, and supervisory personnel should consider providing incentives for continued teacher training in reading; these incentives might include incentive pay, free teacher tuition programs such as the one currently operating in Louisiana, inservice training in areas requested by the teachers, and classroom release-time for approved training.
3. The increase of teacher knowledge of reading with up to 10 years of teaching experience lends support for increasing the amount of experiential or practicum content of reading courses at the college level.
4. Within the teacher evaluation process, principal ratings should be seriously considered as one measure of teacher knowledge in reading; additional research is recommended to define those factors upon which elementary principals base global teacher ratings, as well as to determine if ratings change when the results are not confidential.
5. Peer ratings should be considered as important indices in identifying the most knowledgeable teachers.
6. Both pre- and in-service training in the areas of the reading process, reading preparation, and reading comprehension should be provided the teachers of Louisiana.

MODELING THE "RELATE" PROCESS IN TEACHER EDUCATION IN READING AND DEVELOPMENT OF GUIDELINES FOR INSTRUCTIONAL DECISION-MAKING
Order No. 7916686

CLINARD, Linda McCorkel, Ph.D. The University of Michigan, 1979. 253pp. Chairman: Laura Williams

The purpose of this research was to test the effectiveness of modeling the Reading and Language Arts in Teacher Education (RELATE) model within a graduate course in diagnosis and remediation of reading, i.e., the researcher/instructor employed strategies which teacher education students were expected to internalize. In addition, the researcher used the experiences of this study to continue the development of instructional guidelines which would complement the RELATE concepts.

The design of this study called for three treatment groups to be compared on gains observed on an Experiential Problems instrument prepared for the study. The problems measured selected competencies and perceptions of participants as specified in the hypotheses.

The hypotheses proposed that the modeling of a decision-making process would affect the degree to which subjects internalized selected RELATE competencies. It was also predicted that modeling would affect the perceptions of participants in the following areas: (1) attitudes towards the teaching of reading; (2) sense of competence in diagnosis and remediation of reading skills; and (3) the degree of importance one placed on knowing how to apply certain RELATE competencies. Hypotheses were stated initially concerning the influence a subjects' educational cognitive style and teaching style would have on the internalization of RELATE competencies. The "style" hypotheses were eliminated for reasons discussed in the data analysis section of the dissertation.

Analysis of variance using the F-statistic to test levels of significance was used. The results indicated that modeling an instructional decision-making process can contribute to the development of aspects of teaching competence ($p < .01$). Modeling did not appear to affect the perceptions of participants as predicted in the hypotheses.

The final chapter of this study introduces Guidelines for Instructional Decision-making (GUIDE) developed by the researcher from experiences before, as well as during, the study.

THE DEVELOPMENT AND ASSESSMENT OF A COURSE ON TEACHING READING SKILLS FOR HOME ECONOMICS PRESERVICE TEACHERS
Order No. 8003911

CONWAY, EDYTHE DAVIES, PH.D. *Cornell University*, 1979. 339pp.

This research is concerned with the reading problem in secondary school home economics classes. Typically, the students in these classes have a very wide range of reading ability, and a substantial fraction are reading below grade level. Teachers react to this situation by minimizing their dependence on reading, and by keying what reading is done to the poorest readers in the class. This has the effect of reducing the accomplishments with respect to home economics material, and does nothing to alleviate the reading problem. Recently, in academic subject areas, research and experience have shown promising results for efforts to combine the teaching of reading skills with the teaching of subject matter concepts. This research explored the nature of the preparation that would be required so that home economics teachers could use such practices.

The research had three distinct phases. The first was to document the nature of the reading environment in home economics, and the existence of a serious reading problem. This was done by analyzing reading test scores, by surveying students and teachers concerning the use of reading in home economics and their attitudes toward reading, and by surveying teacher preparation programs and state certification bureaus with regard to preparation to teach reading skills.

The second phase was the development of a course to prepare teachers to integrate the teaching of reading skills with the teaching of subject matter concepts. This evolved, over three years and four versions, into a semester course immediately preceding the student teaching practicum.

The third phase was the assessment of the effect of this course by observing the performance of six students from the course in their student teaching. The observation involved written questionnaires, taped interviews, and analysis of lesson plans and daily journals, as well as personal observation. Information was obtained from high school students, cooperating teachers, college supervisors, and the student teachers themselves.

The result was a strong indication that such preparation can make a substantial and beneficial difference in the behavior of home economics teachers. It is recommended that such a course be required in teacher preparation curricula.

A VALIDATION STUDY OF AN INSTRUMENT TO DETERMINE TEACHERS' THEORETICAL ORIENTATION TO READING INSTRUCTION
Order No. 8000611

DEFORD, DIANE ERNESTINE, ED.D. *Indiana University*, 1979. 194pp. Chairman: Carolyn Burke

The purpose of this study was to develop and validate an instrument to consistently differentiate teachers according to their theoretical orientation to reading. The DeFord Theoretical Orientation to Reading Profile utilized in this validation study consisted of twenty-eight items reflecting practices and beliefs about reading. A five point Likert scale was used for response.

The basic belief systems operating in reading instruction were organized around emphasis on different units of language: (1) Smaller than word emphasis (letters, sounds and morphemes); (2) whole words with multiple skills for dealing with this unit; and (3) larger than word segments--clauses, sentences and passages with meaning and natural language at the center. For the purpose of this study, these orientations were called Phonics, Skills and Whole Language respectively.

A construct validity model was used. It was hypothesized that: (1) There would be consistent belief patterns generated on the TORP determining differences in teachers' belief systems. Patterns would be consistent within phonics, skills, and whole language groups. (2) The observer's responses on the TORP would be consistent with matched teacher beliefs. (3) There would be significant change in theoretical orientation as measured by the TORP due to instruction about reading. (4) Judges would concur on the TORP with profiles of phonics, skills, and whole language.

The TORP was first administered to a population of 90 ($n = 30$) teachers identified by educators. Analysis consisted of factor analysis, measures of internal consistency and reliability (Cronbach Alpha).

The second step involved teacher observations by trained observers. After observation, each observer ($n = 4$) responded to the TORP so as to reflect the teacher's theoretical orientation. The teachers ($n = 14$) responded to the instrument as well. The teacher/observer groups were correlated by total score and analyzed by item for percentage of agreement (match, difference of one, difference of two, difference of three).

Step three utilized a pre-post test analysis from an undergraduate methods course in reading and language arts instruction ($n = 29$). A t-test for significant differences in scores per item and total group was computed.

The final step required judges ($n = 3$) in the field to respond to the TORP. They were asked to reflect the responses of a phonics, a skills and a whole language orientation. Their responses were compared through use of Kendall's coefficient of concordance, and a chi-square test for significance.

The results of the analyses supported the validity of the TORP as a reliable measure of teacher's theoretical orientation to reading. Group members responded similarly while providing different profiles across groups. The reliability coefficient was a .98 across the three different groups. Factor analysis produced one factor which accounted for 94.5 percent of the variance with an eigenvalue of 26.4 with five iterations. It can be inferred from this analysis that the TORP is a one-factor test measuring instruction in reading characterized by isolation to integration of language.

The teacher/observer Spearman Rho rank order correlation was .859 ($p < .001$). A comparison of teacher/observer responses per item produced information about items with the closest matches.

The pre-post test indicated a significant change toward the instructor's theoretical orientation with a t-value of 15.05 for 28 degrees of freedom ($p < .01$, two-tailed).

The comparison of the judges' responses resulted in a Kendall's W of .83 and a chi-square of 205.65 with 83 degrees of freedom which was significant beyond the .001 level.

These analyses indicate that there are consistent beliefs within teacher groups, that theoretical orientation is observable from teaching practices, that the teacher's theoretical orientation does have an effect on students' belief systems, and that judges in the field of reading generally concur on the profiles generated by these orientations as measured by the TORP. The TORP should prove a useful tool for subsequent studies in reading.

THE CLINICAL PROBLEM SOLVING BEHAVIOR OF CLASSROOM TEACHERS AS THEY DIAGNOSE CHILDREN'S READING PERFORMANCE IN EXPERIMENTAL AND CLASSROOM SITUATIONS

Order No. 8013736

Gil, Doron, Ph.D. *Michigan State University*, 1979. 227pp.

The purpose of this study was to investigate the clinical problem solving behavior of classroom teachers in reading diagnosis.

The literature on reading instruction views classroom diagnosis as an essential part of the total reading instruction. Most researchers believe classroom teachers have the responsibility to conduct necessary diagnoses and provide the appropriate remediations for students with reading deficiencies. No empirical evidence exists, however, to show how capable classroom teachers are of performing these functions. Also lacking from the literature is a description of the cognitive processes teachers employ as they attempt to diagnose students' reading difficulties.

There were two objectives to this study: (1) to investigate the clinical problem solving behavior of classroom teachers, in both experimental and classroom situations, as they gather data about children's reading difficulties to arrive at diagnostic judgments about the children's difficulties; and (2) to explore the similarities and differences between teachers' diagnostic practices in experimental and classroom situations.

Ten teachers from the Chicago and the Lansing areas participated in the study. Research was carried out in two phases. In the first, the teachers interacted with simulated cases of reading difficulties in a laboratory setting; in the second, they were observed and interviewed in their own classrooms.

Each of the ten teachers interacted with two simulated cases (at two different times). The cases were built on materials that would be available to the teacher in a regular classroom setting and made use of children's natural language patterns. After each interaction, the teachers went through a stimulus recall session.

A few weeks after the laboratory experiment, each teacher was observed in her own classroom during one reading session and interviewed about her reading instruction and diagnostic practices.

Data analysis consisted of product measures, process measures, and analysis of classroom interviews. Product measures dealt with the outcomes of the clinical encounter between a teacher and a case (e.g., what final diagnostic judgments were made about the case; what cues were collected, etc.). Process measures focused on the manner in which the problem was diagnosed (e.g., length of interaction, number of cues collected, number of final stated diagnostic judgments, and the relationships between cues collected and teachers' verbatim comments about these cues).

Classroom interviews were analyzed in terms of (1) diagnostic categories mentioned in the classroom, (2) remedial techniques offered, and (3) teachers' responses to various questions in the interview. Comparisons were also made between teachers' classroom diagnoses and their laboratory diagnoses.

The major findings of this study were that: (1) teachers showed little agreement on their final stated diagnostic judgments for the cases of reading difficulties, (2) they apparently lack comprehensive or systematic approaches to gathering and evaluating information about cases of reading difficulties, and (3) they use the same global diagnostic categories in laboratory situations and in the natural classroom environment.

THE RELATIONSHIP BETWEEN TEACHER PRACTICES IN DEVELOPMENTAL READING INSTRUCTION AND STUDENT ACHIEVEMENT

Order No. 8010592

Hannaman, Jo Eva Peak, Ph.D. *University of Georgia*, 1979. 152pp. Director: Ira E. Aaron

This study investigated the differences in developmental reading practices of teachers who received "superior" ratings and teachers who received "average" ratings on their classroom performance and the relationship between these practices and student achievement.

Subjects for this study were 40 reading teachers in grades two through eight in Livingston Parish School System in Louisiana and their students. These teachers were randomly selected from the 153 classroom teachers teaching reading in grades two through eight.

Instruments used in this study were the Science Research Associates standardized achievement tests, 1972 and 1978 editions and a 24 item rating scale dealing with teacher practices in developmental reading instruction developed by the investigator.

From the 21 scored items on the rating scale, each teacher received two scores. One score was the teachers' expressed ratings of their practices. The other score, the observed score, was derived from three classroom observations by the 147 teachers.

Analysis of the data revealed a moderate inverse relationship between "average" rated teachers' expressed and observed practices in developmental reading instruction. There was no significant relationship between expressed and observed practices for the total group of teachers or for the "superior" rated group of teachers.

Supervisors' ratings had a strong relationship to teachers' observed scores. "Superior" rated teachers had higher observed scores than "average" rated teachers. Neither educational level of teachers nor years of teaching experience significantly affected observed practices in reading for the total group of teachers, the "average" rated group of teachers, or the "superior" rated group of teachers. There was no significant relationship between teachers' observed scores on practices in developmental reading instruction and student achievement when previous achievement was held constant.

Observed teachers' practices in developmental reading instruction, supervisors' ratings of teachers' classroom performance, years of teaching experience, and educational level of teachers were not significant predictors of student achievement when previous achievement was held constant. Level of supervisors' rating had no significant effect on teachers' ratings of their expressed practices in developmental reading instruction. Teachers' ratings of their expressed practices in developmental reading instruction were not significantly related to the educational level of teachers nor to the years of teaching experience.

A SOCIAL LEARNING THEORY APPROACH TO STAFF DEVELOPMENT AND TEACHER BEHAVIOR, STUDENT BEHAVIOR, AND READING ACHIEVEMENT

HEARNE, Mary DeMario, Ed.D. University of Southern California, 1979. Chairman: Professor William Georgiades

Purpose. The purpose of this study was to determine if the dependent variable of teacher behavior and student variables of reading achievement, off-task, fighting, and vandalism were related to the treatment variable of one of two staff development programs: one utilizing a social learning theory approach and the other a more traditional informational approach. The research question was: Will continuous behavioral teacher consultation from school guidance personnel and administrators show a relationship to improved teaching performance and student social and academic gains, and will the difference between the two staff development procedures be the same for both grade levels of 4–6 and 7–8.

Methodology. The study utilized an experimental 2 X 2 factorial analysis of variance, pretest-posttest design with one control group. There were two levels in each of the two factors: the treatment variable of staff development and the classifactory variable of grade level. Eighteen schools were randomly assigned to treatment and control conditions by kindergarten through sixth grade and seventh and eighth grades. Scores were analyzed on each of the five dependent variables for a subsample of 414 students and 69 teachers and a sample of 10,973 students from 13 school districts in Los Angeles County. The measurements were the Comprehensive Test of Basic Skills for Reading, behavior assessment instrument for teacher and student behavior, event recording for schoolwide fighting behavior, and permanent product recording for vandalism costs. The Mann Whitney U Test was utilized to analyze the differences in fights per 100 students and the Fisher Exact Probability Test for vandalism costs per 100 students.

Findings. (1) The reading achievement of students in the classrooms of teachers exposed to the social learning theory approach to staff development compared to those students in the classrooms of teachers exposed to the traditional approach was not significantly different. However, the reading achievement of the students at the experimental schools was greater at the intermediate level than at the elementary level. (2) Target teachers at the experimental schools demonstrated a significantly greater increase in positive behavior directed toward students than that shown by the teachers in the control schools. (3) Target students in the experimental schools demonstrated a significantly greater decrease in off-task behavior than that shown by target students in the control schools. (4) The number of schools showing a decrease in the average vandalism cost was significantly greater in the experimental schools than in the control schools, however (5) no difference was shown in the number of fights.

Conclusions. (1) The social learning theory approach to staff development is superior to a traditional approach in promoting reading achievement at the 7–8 grade level, but not at the 4–6 grade level. (2) At both of these grade levels, a social learning theory approach produces more positive teacher-student interaction and higher levels of student on-task behavior. (3) At both the K–6 and 7–8 grade levels, this approach to staff development results in less student vandalism. However, there is little difference between the two procedures in relation to student fighting behavior.

Recommendations. It is recommended that: (1) Elementary and intermediate schools employ a staff development program based on the applications of social learning theory to reduce their vandalism and in-classroom disruptive student behavior. (2) This study be replicated under conditions of a longer treatment period to provide a more definitive test of the effect this staff development approach has on student reading achievement. (3) A replication study develop a more sophisticated method of measuring out-of-classroom student antisocial behavior. (4) A replication study be conducted involving a larger sample of schools and partialing out the effects of the principal's supervisory behavior separate from that of the behavioral consultant.

A COMPARISON OF MORE EFFECTIVE AND LESS EFFECTIVE TEACHERS OF READING

Order No. 8009074

KINGSTON, MICHAEL LEWIS, ED D. *University of Illinois at Urbana-Champaign*, 1979. 149pp.

I. The Problem. The improvement of reading instruction is a much sought after goal. Development of new methods and materials has not proven to be the way to realize this improvement. This leaves the teacher as the key to quality instruction. Descriptions of the effective teacher as the practitioner of a given method are too narrow; descriptions of the effective teacher as the prototypical successful person are too broad. To bridge this gap this study focused on teacher attitudes related to reading instruction.

II. Research Hypotheses. The following research hypotheses were advanced: (1) More effective teachers of reading in the elementary classroom differ from their less effective counterparts in the positions taken on issues related to reading instruction. (2) More effective teachers of reading in the elementary classroom take stronger positions on issues related to reading instruction than do their less effective counterparts. (3) More effective teachers of reading in the elementary classroom differ from their less effective counterparts in that their classroom behaviors are more consistent with their professed positions on issues related to reading instruction.

III. Issues. (1) Wide achievement range vs. narrow achievement range. (2) One-to-one and small group instruction vs. large group and whole class instruction. (3) Integration of materials from more than one program vs. close adherence to a single program. (4) Specific skill drill vs. reading in context. (5) Decoding emphasis vs. whole word emphasis. (6) Integrated language arts vs. reading as a separate subject. (7) Single teaching strategy vs. mixing teaching strategies. (8) Oral reading vs. silent reading. (9) Teacher-selected assignments vs. student selected assignments. (10) Standard English only vs. acceptance of non-standard dialects.

IV. Procedure. Twenty-four volunteer elementary classroom teachers in one school district, were rated by a panel of judges consisting of practitioner specialists, a central administrator, resource teachers, elementary principals and outside specialists. Six teachers were rated more effective and five as less effective. These eleven teachers were observed teaching reading three times using a sign system classroom observation instrument designed to sample behaviors associated with each extreme of the ten issues; after the observations each teacher completed a Likert scale attitude questionnaire. Finally each teacher was interviewed. Nonparametric statistics were used to test the hypotheses.

V. Findings and Conclusions. The more effective and the less effective group professed attitudes favoring widening achievement range, smaller instructional groups, multiple programs, reading in context, integrated language arts, mixing teaching strategies, emphasis on oral reading, and accepting student dialects. The more effective group slightly favored whole word approaches and student selection of activities while the less effective teachers preferred decoding and student selction. The whole word/decoding difference was statistically significant.

No significant differences in strength of attitude nor in agreement of teaching behavior with professed attitudes were found. Professed attitudes seemed to bear only a modest relationship to teaching behavior for both groups.

VI. Discussion. The results of this study can be viewed as supporting the position that teacher effectiveness is not related to attitudes about instructional issues, nor is it related to how well professed attitudes match actual teaching behaviors. There are some legitimate questions concerning representativeness of the samples and appropriateness of the issues in this study.

The role of attitudes as related to instructional issues in the training and performance of effective teachers of reading remains open to question.

AN EXPLORATORY STUDY INVESTIGATING THE INFLUENCE OF CONCEPTUAL LEVEL OF PRESERVICE ELEMENTARY EDUCATION STUDENTS ON DECISION-MAKING IN READING INSTRUCTION

Order No. 8013078

KRISTO, JANICE VALERIE, PH.D. *The University of Connecticut*, 1980. 161pp.

Purpose of the Study. The purpose of this study was to determine the influence of Conceptual Level of preservice elementary education students on decision-making in reading instruction. The relationship between Conceptual Level and the most preferred approach for reading instruction was examined. The approaches for reading instruction were: Intensive Phonics--emphasis on a direct instructional approach, Basal Reader, Language Experience, and Individualized Reading. Also investigated was the relationship between Conceptual Level and the types of matches made between four hypothetical groups of children described in terms of Conceptual Level characteristics and four approaches to reading instruction. The relationship between preference and the types of matches made was also examined.

The study was conducted at the University of Connecticut during the Spring 1979 semester. The total number of subjects in the study was forty-eight undergraduate elementary education students in the Department of Elementary Education.

Procedures. The Paragraph Completion Method (Hunt, Butler, Noy, and Rosser, 1978) was administered to all forty-eight students to assess Conceptual Level. Two tasks were designed and administered by the researcher to investigate the relationship between Conceptual Level and decision-making in reading instruction.

The reading Preferences Task classified four reading instructional approaches according to the degree of structure seemingly inherent in each of the approaches. Degree of structure was determined by the extent of teacher/child responsibility in the implementation of the approach, the variation in the specificity of instructions and expectations, and the extent to which the materials involved in the implementation of the approach were organized by the publisher (Hunt, 1975).

The Hypothetical Situations Task was designed to examine the types of matches preservice students made regarding reading instructional approaches and hypothetical groups of children described in terms of Conceptual Level characteristics.

The data collected were analyzed by employing Pearson Product Moment Correlations, polynominal regression, hierarchical regression, and multiple regression. Semi-partial R^2 was used to determine the percent of variance of the predictor variables in The Hypothetical Situations Task. Each hypothesis was tested for significance at the .05 level.

Conclusions. The conclusions drawn from the statistical analysis of the data in terms of the three main questions of the study were: (1) The preservice student's preference for one of the approaches to reading instruction was not significantly related to Conceptual Level. (2) The data revealed a statistically significant relationship between the preservice student's Conceptual Level and scores on The Hypothetical Situations Task. (3) Preference for an approach to reading instruction was not significantly related to the types of matches made between hypothetical groups of children and approaches to reading instruction.

This study indicated that Conceptual Level was a factor influencing the preservice student's decision-making in reading instruction. It could be inferred from the results of the data that it is important for a prospective teacher to have an idea of the extent to which structure (Conceptual Level) in the environment is important to him or her because of the influence environmental structure may have on decision-making in the teaching-learning process.

QUALIFICATIONS NEEDED BY TEACHERS OF ENGLISH: RATINGS BY ENGLISH CURRICULUM COORDINATORS AND ENGLISH EDUCATORS

Order No. 8012548

MILLER, EUGENIA PORRETTA, PH.D. *The University of New Mexico*, 1979. 293pp.

A new climate of teaching has been established in which English teachers must be able to demonstrate those teacher behaviors, characteristics and qualifications that foster high quality instruction in the classroom.

The 1976 National Council of Teachers of English's (NCTE) Committee on Teacher Preparation and Certification published a statement on "Qualifications Needed by Teachers of English." These qualifications, based on an earlier set of Guidelines in 1967, suggested desirable competencies for teachers of English. The latest qualifications prepared by the NCTE Committee on Teacher Preparation and Certification represented progress from the generalities of previous efforts to a set of specific qualifications in four areas: knowledge, abilities, attitudes and experiences. The importance attributed to these qualifications had not been determined previously since English curriculum coordinators and English educators, concerned with pre-service and in-service preparation of teachers, had not evaluated the qualifications.

The study was conducted to determine: (1) the degree of importance English curriculum coordinators and English educators assigned to qualifications needed by teachers of English and; (2) if there were significant differences in responses between English curriculum coordinators and English educators.

"Qualifications Needed by Teachers of English" was used as a basis for the instrument. The instrument consisted of a 60-item questionnaire that described qualifications needed by teachers of English in four areas: knowledge, abilities, attitudes and experiences. Content validity was established by a panel of experts and reliability was determined through a pilot study.

English curriculum coordinators and English educators were surveyed because they were assumed to be the best qualified to assess the preparation and performance of prospective teachers of English. Twenty-six percent of the English educators and 71 percent of the English curriculum coordinators responded to the instrument by mail. Their responses showed the degree of importance they assigned to the 60 teacher qualifications, using a 1-7 rating scale. Items rated 4 or higher were put into a frequency distribution. The priority of the items was determined by the percentages of scores obtained in the frequency distribution and the ranks assigned to those scores.

The Mann-Whitney U test was used to compare rankings of the importance assigned to the teacher qualifications by English curriculum coordinators and English educators. The significance level was .05.

A comparison of the mean ranks of English curriculum coordinators and English educators showed general agreement by the two groups on a majority (50) of the 60 variables. A significant difference existed in the mean ranks of the two groups on 10 of the variables--5 knowledge, 2 abilities, 2 attitude and 1 experience.

Responses from English curriculum coordinators and English educators indicated that language and language instruction must be given priority in teacher preparation. It was noted also that educational technology should become an integral part in the teaching of English, thereby requiring that prospective teachers of English become knowledgeable about technological resources and their uses in the teaching of English.

The data revealed that high priority had not been placed on the individual students' dialect, diverse cultures and work with students of different ethnic groups. Further investigation is needed of the attitudes of English coordinators and English educators to the needs, feelings and aspirations of others in a pluralistic culture.

THE IMPACT OF TEACHER EXPERIENCE ON THE ACHIEVEMENT OF THIRD-GRADE STUDENTS IN INNER-CITY SCHOOLS Order No. 8000798

NEWMAN, Rita Gray, Ph.D. North Texas State University, 1979. 129pp.

This study investigated the impact of the years of teaching experience of classroom teachers on the achievement of third-grade students in inner-city Title I Schools; on the achievement of those third-grade students who were defined as high achievers, average achievers, and low achievers; and on the achievement of boys and girls in the third grade of inner-city Title I schools.

Nine inner-city Title I schools in a subdistrict of an urban independent school district in the north Texas area participated in the study. A total of 868 students from forty-two self-contained classrooms was included. The Iowa Test of Basic Skills (ITBS) was used to measure the achievement of the students. The ITBS Level 7 was administered in the spring of 1977, and the ITBS Level 8 in the spring of 1978.

A four-group experimental design was utilized in the study. Analysis of covariance technique was used to analyze statistically the scores derived from the administration of the two tests. The ITBS Level 7 score was used as the covariate. This technique was chosen in order to control for possible initial differences between classroom groupings. Classroom mean scores, ITBS Level 8, were used as the basis of analysis. The scores were grouped for analysis in this manner because major independent variables were teacher characteristics rather than student characteristics.

The .05 level of significance was used as the level of rejection or acceptance of the null hypotheses. If the overall F ratio was determined to be statistically significant at the .05 level, then Tukey's test was used as the multiple comparison method between cells.

The experimental variable was the number of years of teaching experience. Forty-two teachers were grouped according to their years of teaching experience.

Group A.--Eight teachers in their first year of teaching;

Group B.--Sixteen teachers in their second, third, and fourth years of teaching;

Group C.--Nine teachers in their fifth through ninth years of teaching; and

Group D.--Eight teachers in their tenth year or more of teaching.

An analysis and interpretation of the data revealed that there were no significant differences in reading and mathematics achievement of the third-grade students when the number of years of experience of the teacher was examined. Reading achievement of third-grade boys and third-grade girls did show significant differences. The more-experienced teacher appeared to have the greater increase in reading scores of the students.

In addition to data concerning the hypotheses, information about other teacher variables was collected through a teacher self-report questionnaire. One hundred per cent of the teachers in the participating schools responded to the questionnaire. Data were tabulated by frequency of response in groups according to years of teacher experience. Variables included years of teaching experience in Title I schools, classroom size, and demographic data.

Analysis of the data indicated that teachers having more years of experience in Title I schools appeared to have a greater increase in the reading and mathematics scores of students. Students in larger classes appeared to show greater gains than students in smaller classes in reading and mathematics. The majority of the teachers indicated that they felt the teacher, parent involvement, and class size had the most impact on achievement of students and staff development had the least impact.

EVALUATION OF TWO VARIATIONS OF AN IN-SERVICE TRAINING PROGRAM ON APPRAISAL OF ORAL LANGUAGE

PERKINS, Marjorie Joyce Morrison, Ph.D. University of Toronto (Canada), 1979

An in-service training program on appraisal of oral language was developed and presented to teachers in three Toronto schools as part of the psychological consulting service. The content for the program was selected in consultation with teachers and with reference to needs identified in an early screening program. Its goals were to increase the tendency of participating teachers to describe oral language in terms of its functions and to teach them to apply a specific classification system for doing so. The basic components of the in-service training program were lectures, discussions and laboratory activities. One group of participants carried out classroom assignments related to the program between sessions. The purpose of this study was to evaluate the effectiveness of the in-service training program and to determine whether its effectiveness was enhanced by the inclusion of classroom application assignments.

The program was conducted over a period of six weeks at each of the three local schools. Each in-service training session included a brief lecture, discussion and related activity. All of the participating teachers attended these sessions together. A randomly-selected group of the participants (Group I) was given classroom application assignments to be carried out between sessions. The other participants (Group II) had reading assignments. A third group of teachers was tested using the evaluation measures applied to the in-service groups but did not participate in the training.

The effectiveness of the program was evaluated using five measures: classification of language samples presented in type-scripts; classification of language samples presented in tape-recordings; descriptions of the oral language of groups of pupils; descriptions of the oral language of individual pupils in reports to parents; participants' evaluations of the program. It was predicted that members of both in-service training groups would learn to employ the classification system and would demonstrate increased tendency to refer to functions when describing the oral language of their pupils. Furthermore, it was predicted that training program effects would be more significant for teachers in the group which carried out related classroom activities. In their evaluations of the program members of Group I were expected to report more changes in attitude and behavior than members of Group II and to rank the assignment component of the program more highly.

Results demonstrated that after in-service training both groups of participants were able to classify samples of oral language significantly more accurately than were non-participants. The two training groups did not differ in their ability to classify language samples presented in typewritten form but those who had been assigned classroom application tasks (Group I) were significantly more accurate in classifying language samples presented in tape-recorded form.

In written descriptions of the oral language of their pupils, teachers from Group I referred to language functions significantly more often than teachers from Group III. The teachers from Group II did not differ significantly from either of the other groups: they referred to functions of language more often than Group III teachers but less often than Group I teachers. Teachers who had participated in either in-service training group were significantly more likely to refer to oral language in year-end reports to parents than were non-participants.

Teachers in Group I gave classroom application activities the highest rank in terms of contribution to learning. Teachers in Group II rated discussion as the most valuable component of in-service training, a finding which lends support to the high ranking of classroom application since it was the topic of much of the discussion in in-service meetings. Finally, Group I teachers have demonstrated more transfer of the training program goals to classroom practice than have the teachers of Group II.

This study demonstrates that the effectiveness of an in-service training program which includes in-session skill development and discussion is enhanced by the inclusion of classroom application assignments. Classroom assignments appear to enhance the effectiveness of in-service training by providing incentive, support and recognition for efforts at application thus establishing a context in which initial resistance may be overcome and the activities themselves can begin to produce their own rewards.

DEVELOPMENT AND VALIDATION OF TWO INSTRUCTIONAL MODULES ON IMPROVEMENT OF READING INSTRUCTION FOR SECONDARY TEACHERS

Order No. 8005112

PHILLIPS, LELA M. B., ED.D. *Utah State University*, 1979. 117pp. Major Professor: Dr. William Strong

This study identified two essential components of a reading education program for preservice teachers and incorporated these two components into instructional modules: teaching study skills and teaching comprehension. The development and testing of the two modules is described and statistically analyzed through objective measures. The findings indicate the teaching of reading through instructional modules is as effective in preparing preservice teachers of reading as conventional instruction.

THE INFLUENCE OF STAFF DEVELOPMENT ON THE READING ACHIEVEMENT AND SELF-CONCEPT OF SELECTED THIRD GRADE CHILDREN

Order No. 8008327

SPINDLE, JOYCE DISHONGH, PH.D. *The University of Nebraska - Lincoln*, 1979. 96pp. Adviser: Gordon Greene

Problem. The intent of this study was to determine what effect staff development for teachers in the form of intensive training in the areas of human relations management skills and individualization of instruction has on the self-concept gain and academic achievement of their students. The variables considered were self-concept gain as measured by the Primary Self-Concept Inventory, Total Reading score, Reading Comprehension score and Reading Vocabulary score as measured by the Comprehensive Test of Basic Skills used on a pre/post-test basis.

Procedures. The investigation was limited to third grade teachers and their assigned students. Two elementary campuses (grades 3-4-5) were selected by simple random sample and were designated School A and School B. Four teachers from School A volunteered to be the treatment (experimental) group; four teachers in School B agreed to be the non-treatment (control) group.

The experimental and control groups received the same amount of professional staff services and district-provided inservice training. In addition, the experimental group received intensified training in the form of released time inservice in a model Teacher Training Center, an eighteen hour mini-course at Texas A & I, and five two-hour after school training sessions. The primary focus of the intensified training (treatment) was human relations management skills and individualization of instruction.

Data on self-concept, total reading, reading comprehension and reading vocabulary of the third grade children in both the experimental and control groups were collected before and after the treatment for the teachers in the experimental group.

Findings. The four null hypotheses were tested at the .05 level of significance with the use of a t-test of random differences and the one-way analysis of variance. The results were summarized as follows: (1) There was no significant difference between the self-concept gain and academic achievement of students whose teachers had had intensified training in the areas of human relations management skills and individualization of instruction and that of students whose teachers had not had such training. (2) There was no statistically significant difference between the combined means of the experimental group and that of the control group on the PSCI Total, CTBS Reading Total, CTBS Reading Vocabulary and CTBS Reading Comprehension. (3) Experimental group #4 attained a significantly statistical difference between the pre-test mean and the post-test mean on the PSCI. (4) There was no significant difference between the post-test mean scores of the experimental and control groups on the PSCI. (5) Three of the four experimental groups and three of the four control groups indicated a significant difference on pre-post mean scores on the CTBS Total Reading battery. (6) Three of the four experimental groups and three of the four control groups indicated a significant difference on pre/post mean scores on the CTBS Reading Vocabulary subtest. (7) Two of the four experimental groups and three of the four control groups indicated significant pre/post mean differences on the CTBS Reading Comprehension subtest. (8) Experimental group #1 scored significantly lower on the post-test mean scores of the CTBS Total Reading, Vocabulary and Comprehension scores.

Conclusions. (1) The presence of greater gain in self-concept by one experimental group found to be statistically significant indicates that adjustments in the treatment might result in even greater gain. (2) Intensified training for teachers does have an influence upon academic achievement of individual children, although it could not be demonstrated to be exclusively significant over other methods of training. (3) More positive results might have been experienced had the study involved a longer period of time. (4) Additional on-site classroom visits by the project director might have provided better assessment of the direct impact of the intensified training. (5) Greater control over the selection of students to be assigned to the selected teachers might have resulted in more meaningful data.

SELECTED TOPICS IN METHODS OF TEACHING READING IN THE ELEMENTARY SCHOOL: A MODULAR APPROACH FOR PRESERVICE AND INSERVICE TEACHERS

Order No. 8011246

STANLEY, VIRGINIA BELCHER, ED.D. *University of South Carolina*, 1979. 237pp.

Certain topics related to the teaching of reading need to be treated in more detail than can be provided in an introductory textbook. After observations in public school classrooms and discussions with graduate and undergraduate students, four areas were selected as those requiring more information: using the language experience approach, developing effective questioning techniques, planning a directed reading activity, and enhancing the reading program with children's literature.

Because of its flexibility, a modular design was utilized. Each module contains the following sections:

(1) A rationale to explain the importance of the topic; (2) A list of objectives to be used as purposes by the student; (3) A body of information, linking theory and practice; (4) A list of activities to help the student meet the objectives; and (5) A postassessment to be used in measuring progress toward the objectives.

The modules may be used as a supplement to a basic reading course or as a foundation for an inservice program.

The purpose of the first module, "Examining the Language Experience Approach," is to explain the philosophy of the approach, investigate its strengths and weaknesses, and explore possible answers to questions teachers frequently ask concerning its use. In addition, step-by-step directions are given for developing group and individual stories. The module also contains suggestions for providing students with opportunities to become actively involved in reading, writing, speaking, and listening experiences.

The second module, "Using Productive Questioning Techniques," explores three major aspects of effective questioning: the relationship between question type and thinking level; the use of appropriate questioning techniques; and the importance of developing questioning skills in students.

The third module, "Designing a Directed Reading Activity," presents a lesson plan guide which is appropriate in any subject area on any grade level. Teacher self-evaluation questions and detailed examples of lesson plans are shown.

The last module, "Enhancing the Reading Program with Children's Literature," is designed to provide evidence of the necessity of a planned literature program and to offer suggestions for implementing this program. Five aspects of the literature program are considered: providing time, selecting materials, studying the children, bringing students and books together, and encouraging a response. Suggestions are also included for using poetry and involving parents.

MASTERY LEARNING AND TEACHING GRAMMAR TO PROSPECTIVE ENGLISH TEACHERS AT SOUTHEASTERN COLLEGE

Order No. 8008287

WEST, JAMES ATTLEE, D.A. *Middle Tennessee State University*, 1979. 203pp.

An English grammar course for prospective secondary school English teachers which was proposed and taught at Southeastern College maintained that such a course should have traditional grammar as the core of its curriculum and use traditional diagraming for the analyses of sentences. It also maintained that such a course should employ the mastery learning practices of short units, an immediate reporting of performance, correctives, and additional testing. The hypothesis being tested in this course was that the teaching of traditional grammar by using traditional diagraming combined with the practices of mastery learning would result in superior achievement by students in learning a grammatical structure.

The course had twelve units of grammatical structures with commentary written on the students' level of knowledge. It also included assigned sentences to be analyzed by diagraming and tests to determine students' achievement in comprehending sentence structures. The course was taught inductively. Many examples of diagramed sentences were used to help students learn grammatical concepts and sentence structure. The course began with very basic simple sentences and continued through somewhat complicated simple, compound, complex, and compound-complex sentences. Almost every type of grammatical structure that a secondary school English teacher encounters in the teaching of English grammar and composition was included in these units.

Traditional grammar was the core of the subject matter of the course because most school systems throughout the country are using traditionally oriented grammar and composition textbooks and because the trend of returning to the "basics" is causing additional school systems to adopt the traditional approach. Diagraming was used because it gives a complete picture of sentences and also helps students analyze sentences.

The mastery learning practices of this course included mastery criteria for the criterion-referenced formative unit tests and the summative test. If students did not attain the mastery criterion of eighty percent accuracy on formative unit tests, they were given an immediate report on their performance, correctives, and an additional test to enable them to attain this criterion. The mastery criterion for the summative test was seventy-five percent accuracy. If students did not attain these criteria, they could not satisfactorily complete the course. Some students attained them without additional help and testing, but others did not. Although some observers predicted that many students would never reach these criteria, the teacher and developer of the course was optimistic.

The results justified this optimism, for all six students enrolled in the course attained the mastery criterion for the formative unit tests and the mastery criterion for the summative test. Moreover, the students in this mastery learning course performed significantly better on their summative test than a nonmastery group who studied the same subject matter in a previous semester performed on their comparable final examination.

The students in this mastery learning course were given a preliminary modified summative test on the first day of class and then were given the actual summative test on the last day. Comparison of the results of the preliminary summative test with the results of the actual one revealed that the students in this experimental course in English grammar made great progress. Certainly the evidence that was developed supports the hypothesis that teaching traditional grammar to prospective English teachers by using traditional diagraming and employing mastery learning practices results in superior achievement in the learning of traditional grammar.

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